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ABSTRACT

This article reports the process two professors have begun in an effort to develop a course of study for undergraduate teacher education students at Armstrong Atlantic State University (Georgia). From data collected through graduate surveys and other sources, a pilot survey was constructed and administered to students attending six high schools in the Savannah/Chatham County School System (Georgia) in an effort to gather data on student perceptions of disciplinary problems, school safety, and effective teaching practices. A new survey instrument is being developed to be used in conjunction with student and teacher interviews in a data gathering effort believed to be necessary to developing and improving the course over time. It is expected that input from students and teachers in secondary schools will help to develop a course that is more reality based and effective. A practicum experience in a secondary school setting is a component of the current course of study. A follow-up report is projected that will cover the data collected from the student surveys as well as the evolution of the course as changes are made to its contents and format over time. Two appendices contain the secondary classroom management survey along with a cover letter and the course syllabus for "Classroom Management at the Secondary Level." (Author/ND)

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ED 403 237

The Development of a Course of Study on Secondary Classroom Management: Part One of a Process

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and
Margaret Walworth, Ph.D.

Armstrong Atlantic State University
School of Education
Division of Curriculum and Instruction
Savannah, Georgia

1996

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Bergin, J. & Walworth, M. (1996). The development of a course of study on secondary classroom management: Part one of a process. Savannah, GA: Armstrong Atlantic State University.

Abstract

This article reports the process two professors have begun in an effort to develop a course of study for undergraduate teacher education students at Armstrong Atlantic State University. Using data collected from graduate surveys and other sources, the authors conducted a pilot survey project with students attending several local high schools in an effort to gather data on student perceptions of disciplinary problems, school safety, and effective teaching practices. The authors are developing a survey instrument which they will use in conjunction with student and teacher interviews in a data gathering effort they believe to be necessary to developing and improving the course over time. It is expected that input from students and teachers in secondary schools will help to develop a course that is more reality based and effective. A practicum experience in a secondary school setting is a component of the current course. The authors intend to present a follow-up report covering the data collected from the student survey as well as the evolution of the course as changes are made to its contents and format over time.

Descriptors: Secondary school students; classroom management; secondary education

Running head: SECONDARY CLASSROOM MANAGEMENT

The Development of a Course of Study on Secondary Classroom Management: Part One of a Process

Joyce Williams Bergin

and

Margaret Walworth

Armstrong Atlantic State University

Introduction

During the fall quarter of 1995, the faculty of the Division of Curriculum and Instruction at Armstrong Atlantic State University agreed to review the courses that make up the undergraduate teacher education program. Along with a review of the goals and objectives of the courses, the faculty studied the results of a 1995 graduate survey along with results of a 1995 survey of inservice teachers completing their first year in the classroom. These surveys are conducted annually by the Division of Curriculum and Instruction in order to keep open the lines of communication with recent graduates. Other information reviewed at this time included pertinent articles from the professional literature as well as published opinion data gathered from Georgia's public school superintendents. The data reviewed showed a consistent theme that centered around the need to prepare teachers more thoroughly in classroom management and disciplinary techniques. The general consensus seemed to be that beginning teachers were entering the real world of the classroom unprepared for the current level of behavior problems, disruption, and disciplinary needs found at all levels of public education.

Faculty decided to create three new courses to cover the problems of classroom management. These courses would be entitled, ***Elementary School Classroom Management, Middle School Classroom Management,*** and ***Secondary School Classroom Management..*** Each course would center around identified good teaching practices that promote classroom discipline, effective methods for handling disruption and behavior problems, as well as training in conflict resolution. The courses would be prepared by faculty having expertise at each of the different

levels: elementary, middle, and secondary respectively. Each course would be developed to provide a specified number of hours of on-site classroom management training.

At this juncture, the authors of this paper began their work on developing a course on secondary school classroom management (see syllabus in Appendix B). Both had teaching experience at the secondary level and were involved with supervision of interns and student teachers at the secondary level. Additionally, one had recently received certification in the **PRAXIS III** teacher evaluation training developed by Educational Testing Service. Together they had reviewed all the data presented to the faculty concerning the need for more specialized training in classroom management for preservice teachers. While this data provided much useful information on which to begin the course development, the authors believed that a key component had been overlooked---the opinions and input of students in the secondary school settings. Who would be better equipped to explain the kinds of behavior problems common to their schools, provide insight into the "hidden curriculum" of their schools, and suggest ways to deal effectively with each? Additionally, the authors were curious to see how the students perceived their schools especially in light of a recent violent occurrence in a local school involving firearms and a student fatality.

Cognizant of the limited amount of time available to prepare the course so that it would move through all formal phases of the faculty review process required by Armstrong Atlantic State University, the authors decided to conduct a quick survey of students at selected high schools. The survey was multipurpose in that it would gather data on student opinions while providing pertinent information to the authors

concerning the usefulness of the instrument they had designed, the ease of data collection, the amount of misinterpretation that might occur on any one item, and so on.

The authors decided that in the near future a well defined survey using the redesigned pilot survey instrument followed by on-site interviews with select numbers of students and teachers should yield more accurate and useful results. However, the initial pilot survey may yield important data that could be particularly useful in (a) the development of the course and (b) the development of a more scientific survey of students from which data could be collected to improve the course over time by making it more reflective of their perceptions and needs. Ground work must be laid with the targeted secondary public schools to insure their involvement as well as guarantee the least amount of disruption of classes and student/teacher activities as possible.

Contact with the Schools

One of the authors made personal contact with the principals of the six urban high schools selected from the Savannah/Chatham County School System in Savannah, Georgia. Permission was secured from the principal of each school to distribute survey forms to three homerooms at each grade level (9 through 12) selected by the principal. These homerooms were to be representative of the school's population having in their make-up students who were academically average, above average, and below average. Homeroom teachers assigned to these groups were to be directed to distribute the surveys, read the instructions aloud, charge the students with the task of completing the surveys, and collect the survey forms following the exercise. Survey forms were to be collected by the author who had made the initial

school contacts.

Development of the Survey Instrument

The authors developed the survey form (see Appendix A) based upon the tabulated results of the AASU graduate and inservice teacher surveys and opinion data collected from area school principals and superintendent combined with the authors' personal experiences gleaned during numerous visits to the schools as part of the student teacher and teaching internship supervision processes . The instrument included multiple choice items, open-ended questions, and questions that required responses based upon completion of a Likert-type scale. Survey items were developed in an attempt to address a variety of student perceptions concerning areas of problem behaviors in the schools as well as the methods the students suggested as being effective means of dealing with those behaviors.

Administering the Survey Instrument

The survey forms were distributed by homeroom teachers following the procedure described during the preliminary sessions with the principals of the selected schools at the time when permission to distribute the surveys was secured. The authors were not on site when the surveys were distributed to students.

Evaluation of the Survey Instrument

Review of the collected survey instruments quickly revealed that students had not always followed the printed directions. Numerous survey forms were returned partially completed and others indicated that students may have had significant difficulty following the instructions either due to their own reading deficits or to some ambiguity in the printed instructions themselves. Additionally, the forms were not

always completed so that demographic information could be accurately ascertained. It quickly became evident to the authors that the use of a pilot survey instrument had been the right decision. The authors' analyses of problems with the survey instrument led to the following conclusions:

- The entire survey will be restructured to fit on one SCANTRON sheet so that all data from each respondent will be together and clearly identifiable.
- Instructions will be written in a shorter and more specific format.
- The size of the population surveyed will be reduced to two ninth grade homerooms and two eleventh grade homerooms in each of the six urban high schools. More participants in the pilot came from these two grade levels than from eight and senior levels. Additionally ninth graders have been at the school long enough to form more accurate opinions about the overt and hidden curricula of their schools. Seniors leaving the school may not treat the survey instrument as thoughtfully as those students who are still invested in the school. This assumption about seniors was evidenced when the authors reviewed the pilot surveys. Such a reduction in survey population will result in a pool of approximately 750 students.
- Survey forms will be color coded for teachers who participate and survey items will be more specifically geared to the perceptions of teachers on those forms. Color coding will help the researchers when they pull the surveys for analysis of data.
- Demographic information will be requested directly on the individual survey forms. This information will include grade level, sex, number of years enrolled

in the school, and race.

- A more stringent time line for distribution and collection of surveys will be established and followed.
- Each item on the survey will be reviewed with attention to usefulness to researchers and to possibility of misinterpretation by the survey participant.
- The authors will distribute the survey forms, provide the instruction to students, and collect the survey forms. Reliance on the homeroom teachers to follow through with the survey as per written directions distributed with the survey forms did not prove to be a reliable technique.

Report of the results of the pilot survey

A non-scientific analysis of the survey forms that were completed provided the following results:

- the majority of the respondents reported that they feel proud of their schools;
- roughly one-half of the respondents indicated that they felt safe in their schools;
- over 80% of the respondents reported that they know the rules of their schools and of their classrooms;
- only about 27% of the respondents reported having had input in the rule making process for their classroom and school wide rules;
- one-half of the respondents reported that they perceived the classroom rules as fair while 36% reported that they perceived their school rules as fair;
- the main discipline problems identified by the respondents were disobeying school rules, fighting, and skipping classes;
- lunchtime and time involving change of classes were identified as the times

when most behavior problems occur;

- respondents identified teachers who have no discipline problems as those who are respectful of students, treat students fairly, and make their instruction interesting;
- respondents reported that they believed a teacher should give the student one warning when s/he breaks a classroom rule followed by a consequence if the rule is broken a second time;
- respondents indicated that students who break classroom or school rules should be sent to in-school or out-of-school suspension;

Only small numbers of students reported drug abuse as a factor in school discipline problems although a number of respondents reported smoking as being a major behavior that was a violation of the schools' disciplinary codes. Interestingly, even on the more open-ended survey items, respondents offered no suggestions for improving school discipline that would place responsibility on the individual student to control his/her own behaviors.

Two items which stand out from this preliminary data based upon a pilot survey are the lack of the feeling of safety in the schools and the reported lack of student involvement in the development of classroom and school rules. These are two areas of interest to the authors who wish to (1) determine through future research whether students perceive involvement in rule making as an inducement to follow the rules and (2) what changes or practices would help students feel safer in the school environment. It is expected that the future implementation of the redesigned survey coupled with the planned follow-up interviews with students and teachers from the

surveyed schools will provide much useful data in these two areas.

It was of particular interest to the authors to compare their preliminary findings with a recent published report of a study of public school students conducted by Metropolitan Life Insurance Company. The survey was conducted via 2,524 questionnaires distributed to schools and completed by students under the supervision of their teachers. All questionnaires were completed between December 19, 1995 and February 2, 1996. Two sample groups were formed from the pool: "a nationally representative sample and an over sample of schools from the nation's largest school districts" (Metropolitan, 1996, p. 63). According to the survey, about one in four students reported having very serious problems in their schools including gang violence, turf battles, acts of destruction, fist fights, and hostile or threatening remarks. When these students perceived teachers as being more respectful of them and more caring about students' futures, the surveyed group perceived the teachers as fair, effective, and tolerant (p. 11).

The authors intend to reevaluate the current course syllabus (see Appendix B) following the formal survey and interview sessions with the high school students and teachers. Additionally, the syllabus will be reviewed following instructor and pre-service teacher input gathered on the standard course evaluation forms used for evaluating all School of Education courses. Specifically, the course syllabus will be evaluated carefully in regard to whether the models of classroom management stressed in the course mesh with the realities of student and teacher perceptions of problems in their own schools. Additionally, information gathered from the surveys will be shared with school principals in order to help them understand the perceptions

of the surveyed students.

The authors view their work to date as an ongoing project through which a viable course which addresses the real issues of classroom disruption can be developed and implemented. Of equal importance is the establishment of dialogues among high school students, their teachers and principals, and university faculty which may help identify the best practices in classroom management with attention to the students' points of view and collective input. Thus this report becomes an introduction to a process of data gathering, analysis, synthesis, evaluation and ongoing development.

References

Leitman, R., Binns, K., & Steinberg, A. (1996). *The Metropolitan Life survey of the American teacher: Students voice their opinions on: Violence, social tension and equality among teens* (Part One). New York: Louis Harris and Associates, Inc.

APPENDIX A

Armstrong State College

Division of Curriculum & Instruction
11935 Abercorn Street
Savannah, Georgia 31419-1997
Phone (912) 927-5281
Fax (912) 921-5587

Preparing teachers to become reflective decision makers committed to excellence in education

Date: October 30, 1995

To: High School principals

From: Dr. Meg Walworth

Re: Secondary classroom management survey

Please distribute the surveys so that every faculty member has the opportunity to participate. We have included enough surveys so that three (3) homerooms from each grade level (9th, 10th, 11th, and 12th) can also complete the survey. Please select the homerooms so that they are representative of your student body. Homeroom teachers can decide whether to read the survey to their students or to simply pass the survey out and go over the directions with the students.Please remind homeroom teachers that questions one through nine should be answered on the blue answer sheet and questions ten through thirteen should be answered on the white survey form itself. We will pick up the surveys on Thursday, November 30. Thank you very much for agreeing to work with us on this very important matter.

A Unit of the University System of Georgia. An Equal Opportunity / Affirmative Action Institution

High School Survey

Directions: Please read each question carefully.Select the answer which best reflects your opinion and mark the corresponding answer on the blue answer sheet.
Please answer questions one through nine (1 - 9) on the blue answer sheet.

Sample:

	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
I enjoy eating pizza.	A	B	C	D	E
1. I feel proud of my school.	A	B	C	D	E
2. I feel safe in my school.	A	B	C	D	E
3. I know my school rules.	A	B	C	D	E
4. I know my classroom rules.	A	B	C	D	E
5. I take part in making rules in my classes.	A	B	C	D	E
6. The rules in my classes are fair.	A	B	C	D	E
7. The rules in my school are fair.	A	B	C	D	E

Directions: Select the answer(s) which best reflects your opinion.

8. When a student disobeys a school or classroom rule, the teacher should

a. give the student a warning
b. do nothing
c. send the student to the principal
d. give the student the consequence for breaking the rule
e. a and d only

9. There are discipline problems in my school. They involve

a. disobeying school rules
b. drug abuse
c. skipping classes
d. gangs
e. random violence

Please answer questions ten through thirteen (10 - 13) on this white survey form.
Directions: Circle the parts of the answer which best reflect your opinion.

10. Behavior problems in my school occur most often

a. before school
b. beginning of class
c. during class
d. end of class
e. between classes
f. lunchtimes
g. after school

11. The best way to deal with students who repeatedly break school or class rules is:

a. in-school suspension
b. out-of-school suspension
c. alternative schools
d. other (Please write in your answer) _____

12. Teachers who have no discipline problems in class

a. are well prepared
b. are too strict
c. are respectful of students
d. enforce class rules
e. stop misbehavior when it starts
f. treat students fairly
g. make their subject interesting
h. allow students to help make class rules
i. expect students to behave in class

Please answer the following questions in your own words.

13. a) What is the number one discipline problem at your school?

13. b) Why is this the number one discipline problem at your school?

13. c) How do you think the problem can be solved?

This survey is anonymous.The last five responses are optional. Circle the responses that best describe you.

Age: 15-16 17-18 19-20 Grade level: 9 10 11 12

Gender: M F Race: AfroAmerican Asian Caucasian Hispanic Other

Number of years you have been a student at Effingham High: 1 2 3 4 more than 4

SIDE 1

GENERAL PURPOSE - NCS® - ANSWER SHEET

SEE IMPORTANT MARKING INSTRUCTIONS ON SIDE 2

NAME (Last, First, M.I.)

SEX (M) (F)

GRADE OR EDUC 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

BIRTHDATE			IDENTIFICATION NUMBER										SPECIAL CODES					
MO.	DAY	YR.	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Jan																		
Feb																		
Mar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Apr	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
May	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Jun	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Jul		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Aug		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Sep		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
Oct		7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
Nov		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Dec		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

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SIDE 2

GENERAL PURPOSE
NCS®
ANSWER SHEET
form no. 4521

	A	B	C	D	E
101	1	2	3	4	5
102	1	2	3	4	5
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104	1	2	3	4	5
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200	1	2	3	4	5

EXAMPLES

WRONG 1 ① ⊗ ③ ④ ⑤

WRONG 2 ① ② ⊘ ④ ⑤

WRONG 3 ① ② ③ ◒ ⑤

RIGHT 4 ① ② ③ ● ⑤

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Use #2 pencil only.
- Do NOT use ink or ballpoint pens.
- Make heavy black marks that fill the circle completely.
- Erase cleanly any answer you wish to change.
- Make no stray marks on the answer sheet.

DO NOT WRITE IN THIS SPACE

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APPENDIX B

EDN 463 CLASSROOM MANAGEMENT AT THE SECONDARY LEVEL

COURSE DESCRIPTION: The purpose of this course of study is to prepare students to become reflective decision makers as they work with diverse student populations in secondary school settings. The course is designed to reflect the conceptual framework of the School of Education especially in regard to the utilization of technology and instructing diverse student populations.Students in the secondary level teacher education programs will learn to develop efficient and effective classroom management strategies. The course of study will provide students with opportunities to examine a variety of research and theory based classroom management models and strategies for establishing classroom routines, creating environments conducive to learning, and developing organizational and time management procedures. Opportunities will be provided for students to examine effective teacher behaviors as well as ineffective teacher behaviors that can contribute to classroom disruption and student misbehavior. Additionally, students will learn strategies for working collaboratively with other professionals as well as those strategies specific to conducting productive parent-teacher conferences. Students will study various models for maintaining classroom discipline. This course includes a laboratory experience in which students will spend a minimum of 50 hours engaged in supervised classroom management activities in secondary school settings. Distance learning and e-mail links with area secondary schools will be utilized to provide students with a wide variety of interactions with real school classrooms. (5V5)

PREREQUISITES: Admission to teacher education and a grade of ***C*** or better in all course work. EDN 463 must be completed successfully the quarter **before the student enrolls in any of the following courses:** EDN 471, 472, 473 **or** EDN 481, 482, 483.

COURSE GOALS: As a result of the successful completion of this course, students will achieve the following goals as outlined in the catalog of Armstrong State College.

- proficiency in understanding and implementing strategies for effective classroom management in secondary school settings.
- understanding of appropriate theory and methodologies necessary to implement classroom management strategies.
- proficiency in implementing effective classroom management strategies with students who represent a variety of cultural and economic backgrounds with sensitivity to ethnic and gender factors.
- proficiency in implementing effective classroom management strategies with exceptional students.
- proficiency in implementing effective methods of discipline and behavior management in the classroom and other school settings.
- demonstration of the highest qualities of character, commitment , and professional competence.

COURSE OUTCOMES: Upon completion of this course of study, students will have demonstrated competence by

1. having completed a series of structured observations in secondary classrooms at two different grade levels.
2. developing a classroom layout conducive to effective management (GTOI, Teaching Task III B).
3. comparing, contrasting, and analyzing models and theories of classroom discipline and behavior management which include but are not limited to the following: Canter, Glasser, Kounin, Teacher Effectiveness Training, Assertive Discipline, and Dreiker's Logical Consequences.
4. identifying the models of management used in two secondary classrooms and critiquing the effectiveness of each (GTOI Teaching Task III B,C).
5. describing teacher behaviors that might contribute to student misbehavior and developing strategies for changing such behaviors.

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OUTCOMES (cont.)

6. identifying legal versus unauthorized behavior management practices.
7. identifying elements of exceptionality, age/maturity, gender, ethnic, and cultural diversity that may impact the selection of specific classroom management strategies.
8. identifying methods that accommodate the psychomotor, affective, and cognitive needs of all students in the classroom.
9. identifying management strategies that work effectively with individual learning styles and motivational factors (GTOI Teaching Task II B, III b and c)
10. identifying strategies that can be used to instruct secondary level students to become more personally responsible for their behaviors, organization, and time management.
11. describing strategies for establishing classroom rules, developing routine procedures, and delegating responsibilities for classroom tasks.
12. describing strategies for time management and organization for teachers (GTOI Teaching Task III A)
13. developing strategies for effective communication with students, parents, other professional personnel, paraprofessionals, and colleagues.
14. demonstrating the knowledge of community resources and describing strategies for utilizing their services.
15. compiling a set of strategies for conflict resolution.

COURSE OBJECTIVES: As a result of the successful completion of the course of study for EDN 463, its associated activities, and laboratory experiences, the student will achieve the following objectives:

1. describe the theories, methodologies, and associated strategies that support effective classroom behavior management.
   a) identify different methods and strategies being employed in actual classroom settings.
   b) discuss the suitability of the observed strategies with diverse student populations.
   c) reflect upon the analysis of the strategies and offer rational alternatives.
2. describe the teacher's legal and ethical responsibilities that impact selection and implementation of classroom management strategies.
   a) develop a teacher's code of ethics.
   b) identify key aspects of school law that impact classroom management.
3. create a classroom environment that demonstrates effective classroom management theory and practices.
   a) develop a layout for an efficient classroom arrangement.
   b) discuss effectiveness of the use of seating charts and the accessibility of instructional materials.
   c) describe strategies that will assist secondary students with personal organization and self-management skills.
   d) discuss methods for establishing student supported classroom rules, schedules of class beginning, transitions, and closing procedures, and charts with delegated student chores and responsibilities.
   e) develop strategies for teacher time management and organization of materials, records, and routines using a variety of aids including technology.
4. describe effective methods for communication with students, parents, peers, professional and nonprofessional school personnel.
   a) participate in role playing to demonstrate effective communication practices with individuals and diverse groups..
   b) demonstrate effective use of e-mail and other means of information gathering from community resources, resources within the school, individual students and student groups.

OBJECTIVES (cont.)

c) demonstrate effective practices for conducting parent conferences and data gathering interviews.
d) participate in role playing effective means of conflict resolution.

5. identify the technological resources that support required research and information gathering (ISTE 4, 5, 9, 12)
   a) utilize appropriate reference sources including ERIC, Georgia Law on CD-ROM, and pertinent sites on the INTERNET and PEACHNET.
   b) establish e-mail connections to facilitate dialogue with secondary school teachers, students, and resource personnel.
   c) demonstrate knowledge of the kinds of software available that supports classroom management.

SUGGESTED COURSE ACTIVITIES: In addition to successful performance on scheduled tests and written examinations in this course, students will be required to complete instructor selected activities such as those listed below.

1. Maintain a reflective journal based upon observations, class discussions, and readings.
2. Generate a resource file for community support services.
3. Develop a teacher's code of ethics.
4. Given a hypothetical classroom , develop an arrangement of furniture, seating, and materials to demonstrate effective management strategy.
5. Generate a resource file on methods of conflict resolution including procedures for dealing with students who are non-compliant and/or violent.
6. Given hypothetical situations, participate in role playing that demonstrates effective practice in communication and conflict resolution. Role plays will be video taped to allow class analyses and critiques.
7. Generate a resource file of effective strategies that support secondary school students' development of time management and organization skills.
8. Complete successfully the 50 hours of laboratory experience derived from a combination of on-site activities, observation and interaction through distance learning contacts, and e-mail exchanges with secondary teachers and students.
9. Complete a project on some area of classroom management requiring research using printed resources including professional journals and appropriate electronic databases including INTERNET sources.

PORTFOLIO ENTRIES: The Armstrong State College Teacher Education Program requires the creation of a portfolio to demonstrate competencies of the program outcomes. Any of the activities listed above are appropriate for inclusion in the student portfolio.

COURSE EVALUATIONS: Evaluation will rest upon the successful completion of course activities, tests, and examinations. Distribution of the points for the course activities, the grading scale, and attendance policy will be determined by the instructor for the course.

PROFESSIONAL BEHAVIOR: Students in this course are expected to exhibit professional demeanor and attitudes. They are expected to cooperate and collaborate with classmates and the instructor as well as to demonstrate respect for self and others. In addition, students are expected to follow the honor code as presented in the Armstrong State College Catalog. Failure to behave in the manner prescribed will result in penalties as assigned by the course instructor and/or disciplinary action as prescribed by the published policies of the College and the University System of Georgia.

SUGGESTED TEXTS:

Emmer, E., Evertson, C., Sanford, J., Clements, B. & Worsham, M. (1989). *Classroom management for secondary teachers.* Boston: Allyn and Bacon.

Kauffman, J., Hallahan, D., Mostert, M., Trent, S. & Nuttycomb, D. (1993). *Managing classroom behavior.* Boston: Allyn and Bacon.

Curwin, R. & Mendler, A. (1988). *Discipline with dignity.* Alexandria, VA: Association for Supervision and Curriculum Development.

Publication manual for the American Psychological Association, 4th ed. (1994).

Georgia Department of Education (1993). *Georgia Teacher Evaluation Program: Evaluation Manual.* Atlanta, GA: GDE.

TEXTS FOR ADDITIONAL COURSE SUPPORT:

Rockwell, S. (1993). *Tough to reach/tough to teach: Students with behavior problems.* Reston, VA: The Council for Exceptional Children.

Kourilsky, M. & Quaranta, L. (1987). *Effective teaching: Principles and practices.* Glenview, IL: Scott Foresman & Co.

Polloway, E. & Patton, J. (1993). *Strategies for teaching learners with special needs.* NY: Macmillan Publishing Co.

Weinstein, C. (1996). *Secondary classroom management: Lessons from research and practice.* New York: McGraw-Hill Companies, Inc.

VIDEO TAPED MATERIALS FOR ADDITIONAL COURSE SUPPORT:

The following items are available in Lane Library.

Classroom management: Taking charge
Classroom management: Setting the tone
How to discipline students with disabilities effectively and legally
Lessons plans and modifications for inclusive and collaborative classrooms
Managing the disruptive classroom: Strategies for educators
Organizing time, materials, and information
Secondary classroom management techniques
Special education for regular educators

Additional video and print resources are available through GLRS located in Victor Hall.

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RESOURCE MATERIALS

Anderson, L. & Prawat, R. (1983). Responsibility in the classroom: A synthesis of research on teaching self-control. *Educational Leadership, 40* , 62-66.

Anderson, L. (1985). What are students doing when they do all that seatwork? In W. Fisher & D. Berliner (Eds.), *Perspectives on instructional time.* New York: Longman, 189-202.

Brooks, D. (1985). The teacher's communication competence: The first day of school. *Theory into Practice, 24* (1), 63-70.

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. *Educational Leadership, 45,* 40-48.

Carlson, C. (1991). The parent principle: Prerequisite for educational success. *Focus 26.* Princeton, NJ: educational Testing Service.

Carson, L. & Hoyle, S. (1989-1990). Teaching social skills: A view from the classroom. *Educational Leadership, 47* (4), 31.

Cazden, C. (1988). *Classroom discourse: The language of teaching and learning.* Portsmouth, NH: Heinemann.

Cohen, E. (1986). *Designing group work: Strategies for the heterogeneous classroom.* New York: Teachers College Press.

Curwin, R. & Mendler, A. (1988). *Discipline with dignity.* Alexandria, VA: Association for Supervision and Curriculum Development.

Doyle, W. (1986). Classroom organization and management. In M. Wittrock (Ed.), *Handbook of research on teaching.* New York: Macmillan.

Edwards, C. & Stout, J. (1989-1990). Cooperative learning: The first year. *Educational Leadership, 47 (4), 38-41.*

Emmer, E. (1988). Classroom management and discipline. In V. Richardson-Koehler, (Ed.), *Educator's handbook: A research perspective.* New York: Longman.

Emmer, E., Evertson, C., Clements, B. & Warsham, M. (1994). *Classroom management for secondary teachers.* Boston: Allyn & Bacon.

Epachin, B., Townsend, B. & Stoddard, K. (1994). *Constructive classroom management: Strategies for creating positive learning environments.* Pacific Grove, CA: Brooks/Cole.

Evans, W., Evans, S., & Schmid, R. (1989). *Behavior and instructional management: An ecological approach. Boston: Allyn & Bacon.*

Finders, M. & Lewis, C. (1994). Why some parents don't come to school. *Educational Leadership 51* (8), 50-54.

Goodlad, J. (1984). *A place called school.* New York: McGraw-Hill.

Gordon, T. (1974). *Teacher effectiveness training (TET).* New York: Peter H. Wyden.

Grant, G. (1988). *The world we created at Hamilton High.* Cambridge, MA: Harvard University Press.

Hannah, G. (1982). *Classroom spaces and places. 65 projects for improving your classroom.* Belmont, CA: Fearon Teacher Aids, a division of Pitman Learning , Inc.

Hill, M. & Hill, F. (1994). *Creating safe schools: What principals can do.* Newberry Park, CA: Carwin Press.

Jones, V. & Jones, L. (1986). *Comprehensive classroom management: Creating positive learning environments (2nd. Ed.).* Boston: Allyn & Bacon.

Johnson, D. , Johnson, R., Holubee, E., & Roy, P. (1984). *Circles of learning: Cooperation in the classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Karweit, N. (1989). Time and learning: A review. In R. Slavin (Ed.) *School and classroom organization.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Katz, N. & Lawyer, J. (1193). *Conflict resolution: Building bridges.* Newberry Park, CA: Carwin Press.

Kounin, J. (1970). *Discipline and group management in classrooms.* New York: Holt, Rinehart, & Winston.

Lauglin, C. & Suina, J. (1982). *The learning environment: An instructional strategy.* New York: Teachers College Press.

Lightfoot, S. (1978). *Worlds apart: Relationships between families and schools.* New York: Basic Books.

Louis, K. & Miles, M. (1990). *Improving the urban high school:What works and why.* New York: Teachers College Press.

Lundgren, U. (1972). *Frame factors and the teaching process.* Stockholm: Almqvist and Wiksell.

Mamchak, P. & Mamchak, S. (1993). *Teacher's time management survival kit.* Englewood Cliffs, NJ: Prentice-Hall, Inc.

Meichenbaum., D. (1977). *Cognitive behavior modification.* New York: Plenum.

Newby, I. (1991). Classroom motivation: Strategies of first-year teachers. *Journal of Educational* Psychology, 83, 195-200.

Newsom, B. (1992). *Complete student assistance program handbook.* West Nyack, NY: The Center for Applied Research in Education.

O'Donnell, A. & O'Kelly, J. (1994). Learning from peers: Beyond the rhetoric of positive results. *Educational Psychology Review, 6* (4), 321-349.

Shalaway, L. (1989). *Learning to teach...not just for beginners.* Cleveland, OH: Instructor Books, Edgell communications.

Schaps, E. & Solomon, D. (1990). Schools and classrooms as caring communities. *Educational Leadership, 48* (3), 38-42.

Spargo, F. & Poteet, J. (1989). *Classroom behavior: Detecting and correcting special problems.* Boston: Allyn & Bacon.

Special issue of Educational Leadership (December 1989/January 1990). *Cooperative Learning, 47* (4). 1-67.

Watson, A., Buchanan, M., Huyman, H. & Seal, K, (1992). A laboratory school explores self-governance. *Educational Leadership, 49* (5), 57-60.

Weinstein, C. (1991). The classroom as a social context for learning. *Annual Review, 42,* 493-525.

Wertsch, J. (1985). *Vygotsky and the social formation of mind.* Cambridge, MA: Harvard University Press.